|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn 1(based on 7 week term) | Autumn 2(based on 7 week term) | Spring 1(based on 6 week term) | Spring 2(based on 6 week term) | Summer 1(based on 6 week term) | Summer 2(based on 6 week term) |
| Week 1Baseline AssessmentAssess Phase 1 skills and alphabet/sound knowledgeWeek 2 – 7Level 2 (run Level 1 alongside as needed)Teach new graphemes about 4 per week.Working on common constants and vowels. Blending for reading and segmenting for spelling CVC words. Working on: knowing that words are constructed from phonemes and phonemes are represented by graphemes.Week 2 – s a t pWeek 3 – i n m dWeek 4 – g o c kWeek 5 – ck, e u rWeek 6 – h b f l ll ss ffWeek 7 – Revision | Week 1Assess elements of Level 2Week 2-3 Revisit elements of Level 2 as needed.Week 4 – 7Level 3Working on: reading and spelling CVC word using a wider range of letters, short vowels, some consonant diagraphs and double lettersWeek 4 – j v w xWeek 5 – y z qu zz chWeek 6 – sh th th ngWeek 7 – ai ee igh oa | Level 3 (continued)Week 1 – 6Teach new graphemes about 4 per week. Working on: Reading and spelling a wide range of cvc words using all letters and less frequent constant diagraphs and some long vowel phonemes.Week 1 – oo oo ar orWeek 2 – ur ow oi earWeek 3 – ear air ure erWeek 4 – Recap sounds from j - oaWeek 5 Recap remaining soundsWeek 6 – Trigraphs & Consonant diagraphs | Assess and revisit elements of Level 3 as neededWeek 1 – Letter Sounds & Vowel DiagraphsWeek 2 RevisionWeek 3 – 6 –Focus on closing gaps and individual sounds children are struggling with. | Week 1 & 2 Revisit elements of Phase 3 as needed – particularly less familiar diagraphs, trigraphs, reading and spelling 2 syllable words.Week 3-6Phase 4No new graphemes. Working on: Segmenting adjacent consonants in words and apply in spelling, Working on: blending adjacent consonants in words and applying this skill when reading unfamiliar texts.Week 3 – CVCC wordsWeek 4 – CCVC wordsWeek 5 & 6 – adjacent consonants.  | Week 1Assess and Revisit elements of phase 3/4 and if ready move onto phase 5 |
| Application into guided reading and writing.Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. | Application into guided reading and writing.Continuous provision application opportunities with a focus on supporting children’s blending and segmenting skills. |

Trajectory for Phonics Teaching in Reception